

MEMORANDUM

To: Board of Regents

From: Board Office

Subject: Approval of Iowa State University's Strategic Plan Progress Report and Indicators

Date: December 4, 2000

Recommended Actions:

1. Approve the final progress report of Iowa State University's Strategic Plan of 1995-2000.
2. Approve the baseline indicators of the 2000-2005 Strategic Plan.

Executive Summary:

At the November Board meeting, Interim President Richard Seagrave reviewed the progress made in the final year of the 1995-2000 Strategic Plan. He also discussed the baseline indicators proposed for use in the new Strategic Plan, *Becoming the Best Land Grant University*. The new institutional plan, its benchmarks, and indicators are consistent with the Board of Regents' strategic plan and more specifically, its Action Steps. A handout accompanying the December presentation by President Seagrave will provide additional details of the linkage of the two plans.

To achieve its goal of becoming the nation's best land grant university, Iowa State University had selected six goals for its 1995-2000 Strategic Plan. They were: (1) strengthening undergraduate teaching, programs, and services; (2) strengthening graduate, professional, and research programs; (3) strengthening outreach and extension programs; (4) sustaining and enhancing an intellectually stimulating environment and a supportive university community; (5) establishing international leadership in the integration and effective use of information technology and computation services; and (6) strengthening initiatives to stimulate economic development. The University's report sets forth quantitative and qualitative indicators or benchmarks of progress achieved in each area.

The first two goals are consistent with the Board of Regents' Key Result Area (KRA) on quality. The University's third goal and fifth goal relate to the Board's KRA on access. The Board's KRA on diversity is reflected in some of the indicators found in ISU's fourth goal. Iowa State's indicators for Goal 6 on economic development relate to the Board's KRA on accountability.

A summary chart of the progress made on benchmarks since December 1999 is found on pages 5-8. The data from 1999 is provided in parentheses. The complete ISU Progress Report was set forth in the Regent Exhibit Book last month.

During FY 1999-2000, Iowa State University was engaged in developing a new strategic plan for 2000-2005. That plan, *Becoming the Best Land Grant University*, was approved by the Board of Regents in June 2000. The new plan, like the former plan, is highly consistent with the Board's strategic plan. The University has identified indicators for the new plan. Attachment A, pages 9-11, contains the proposed indicators.

Background and Analysis:

Current Strategic Plan -- Progress Report

This is the fifth and final annual progress report of Iowa State University's Strategic Plan for 1995-2000. The Board of Regents approved the plan in April 1995. The goals and strategies of the ISU plan have been consistent with the strategic planning goals of the Board of Regents. The development of the campus master plan, developed in 1992 and updated in 1995, as is the annually updated five-year capital plan, are also closely linked to the University plan and the strategic plans of each college.

ISU's report emphasizes that strategic planning is closely tied to budget planning, academic program reviews, the campus Master Plan, and capital planning. ISU emphasizes that improving undergraduate education continues to be the highest priority among institutional goals.

During FY 2000, ISU reports that its total enrollment is the highest in its history. A record number of entering freshman students (4,354) included 331 minority students. Other all-time highs include number of students participating in study abroad, sponsored funding, and research funding per FTE faculty. Gift support, much of which went to building scholarship funds, was also at an all-time high. From 1995 to 2000, total private funding revenues show a growth from \$56.6 million to \$123.0 million, an increase of 117.3%. A higher enrollment, however, contributed to a decrease in the percentage of senior faculty teaching introductory courses. More non-senior faculty were hired to teach introductory courses. Another factor contributing to the lowered percentage was the retirement of senior faculty.

The Plant Sciences Institute, established in 1999, has 100 faculty from 15 departments and five colleges associated with it in FY 2000. Directors have been appointed for each of the eight centers within the Institute.

Some of the benchmarks and indicators that have shown increases include:

- total enrollment -- from 26,110 to 26,845
- first-year retention of students -- from 84.4% to 85.1%
- Students participating in study abroad -- from 862 to 966
- % of introductory courses taught by senior faculty -- 53.0% to 57.4%
- % of graduates employed within one year of graduation -- 80.0% to 81.2%
- % of faculty having at least one scholarly publication (in three years) -- 86.8% to 88.4%
- total sponsored funding -- from \$199.2 million to \$211.2 million
- sponsored funding per faculty member -- from \$143,000 to \$153,500
- enrollment in continuing education credit courses -- 3,333 to 4,734
- percentage of underrepresented minorities (faculty) -- 12.0% to 12.7%
- % of minority professional and scientific staff -- from 7.5% to 7.9%
- % of female tenured and tenure track-faculty -- from 23.5% to 24.1%
- % of female professional and scientific staff -- from 47.3% to 48.3%
- number of electronic website searches at Parks Library -- 13.5m to 19.4m
- % of course sections in which computers are integral part -- 49% to 54%
- licenses generating revenues -- - from 39 to 44

Some of the benchmarks and indicators which have shown decreases include:

- % of senior faculty teaching at least one undergraduate course -- from 86.3% to 85.5%
- % of faculty as principal or co-principal investigator -- from 59% to 58%
- enrollment in non-credit courses -- from 289,729 to 263,031
- agreements signed for licensing -- from 332 to 230
- number of new technologies licensed -- from 55 to 35
- revenue generated from licenses -- \$2,347,00 to \$1,477,000

ISU provided explanations for these decreases in its strategic plan progress presented to the Board in November.

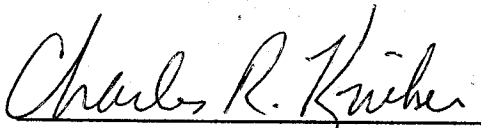
Overall, Iowa State University presents much evidence that it is significantly involved in strategic planning. Two years ago, the University added a number of new targets, many of which have either been met or which are close to being met.

Strategic Plan 2000-2005: *Becoming the Best Land Grant University*

The Board Office supports the continued commitment of the University to refine previous performance indicators and to develop new indicators that match the new goals. The University is committed to maintaining all the common data set indicators established by the Board. The Board has indicated that it expects targets previously set to be raised when appropriate.

The ISU Strategic Plan for 2000-2005 has three goals: (1) Learning -- Enhance learning through exceptional learner-centered teaching, services, and enrichment opportunities; (2) Discovery -- Promote discovery and innovation characterized by preeminent scholarship, including increasingly interdisciplinary and collaborative activities; and (3) Engagement -- Engage with key constituents through synergistic sharing and partnership of knowledge and expertise to address needs of communities and society.

Attachment A, pages 9-11, outlines the new indicators, and links them to strategic plan goals and the Board's Strategic Plan.


Charles R. Kniker

Approved: _____


Frank J. Stork

**IOWA STATE UNIVERSITY
STRATEGIC PLAN - 1995-2000
PERFORMANCE INDICATORS, TARGETS, PROGRESS MADE
DECEMBER 2000**

GOAL 1: STRENGTHEN UNDERGRADUATE TEACHING, PROGRAMS, AND SERVICES		
<i>Benchmarks, Institution Indicators and MGT Indicators</i>	<i>Target</i>	<i>Progress Made</i>
<ul style="list-style-type: none"> • Increase graduation rates (6-year rate) • Increase first-year retention rates • Achieve stable total enrollment • Senior faculty teaching at least 1 undergraduate course • Introductory courses taught by senior faculty • Career placement of graduates 	<ul style="list-style-type: none"> • 70% • 90% • 25,000 • 80% • 80% • 90% 	<ul style="list-style-type: none"> • increase to 62.4% (60.4%) • increased 85.1% (84.4%) • 26,845 (26,110) • decreased 85.5% (86.3%) • increased to 57.4% (53.0%) • Stable 95.9% (95.3%)
<ul style="list-style-type: none"> • Faculty/staff participation in educational development programs 	<ul style="list-style-type: none"> • 20% of faculty and staff involved in new or enhanced programs. • At least one professional development activity for each faculty and staff member, measured periodically (also see Goal 4). 	<ul style="list-style-type: none"> • Various activities, including sponsorship of ISUComm, which promoted exemplary student learning outcomes in written, oral, and visual communication. Center for Excellence in Science and Mathematics Education held seminars on teaching approaches in science for faculty in several colleges.
GOAL 2: STRENGTHEN GRADUATE, PROFESSIONAL, AND RESEARCH PROGRAMS		
<i>Benchmarks, Institution Indicators and MGT Indicators</i>	<i>Target</i>	<i>Progress Made</i>
<ul style="list-style-type: none"> • % of faculty with recent scholarly work (last 3 years) • % of faculty as grant Principal Investigator or Co-Principal Investigator • total sponsored funding • sponsored funding per faculty member 	<ul style="list-style-type: none"> • 90% • 67% • \$180 million • \$120,000 	<ul style="list-style-type: none"> • increased 88.4% (86.8%) • decreased to 58% (59%) • increased to \$211.2 million (\$199.2 million) • increased to \$153,500 (\$143,000)

GOAL 3: STRENGTHEN OUTREACH AND EXTENSION EFFORTS		
<i>Benchmarks, Institution Indicators and MGT Indicators</i>	<i>Target</i>	<i>Progress Made</i>
<ul style="list-style-type: none"> • faculty involvement in outreach 	<ul style="list-style-type: none"> • 50% 	<ul style="list-style-type: none"> • Increased to 66.3% (63.8%) involved in traditional and/or non-traditional outreach
<ul style="list-style-type: none"> • enrollment in continuing education courses <ul style="list-style-type: none"> • credit • non-credit 	<ul style="list-style-type: none"> • 4,300 • 300,000 	<ul style="list-style-type: none"> • increased to 4,734 (3,333) • decreased to 263,031 (289,729)
<ul style="list-style-type: none"> • clients served and satisfaction rates 	<ul style="list-style-type: none"> • 500,000 clients served; satisfaction exemplified by change in client actions and behavior. 	<ul style="list-style-type: none"> • 727,370 clients served (499,537). Evaluations included one-on-one consultations, phone contacts, coalitions, newsletters.
<ul style="list-style-type: none"> • programs with community colleges 	<ul style="list-style-type: none"> • 15 new or enhanced programs (5 year cumulative) 	<ul style="list-style-type: none"> • See p. 29 for outcomes of specific articulation agreements with community colleges

GOAL 4: SUSTAIN AND ENHANCE AN INTELLECTUALLY STIMULATING ENVIRONMENT AND A SUPPORTIVE UNIVERSITY COMMUNITY		
Benchmarks, Institution Indicators and MGT Indicators	Target	Progress Made
<ul style="list-style-type: none"> • % of underrepresented minorities at ISU • -- students • -- faculty (tenured and tenured-track) • -- p & s staff • -- merit staff 	(Board goal) <ul style="list-style-type: none"> • 8.5% • 10.0% • 10.0% • 5.0% 	<ul style="list-style-type: none"> • increase 7.0% (6.7%) • increase 12.7% (12.0%) • increase 7.9% (7.5%) • stable 3.8% (3.8%)
<ul style="list-style-type: none"> • % of women at ISU • -- students 	<ul style="list-style-type: none"> • 45% 	<ul style="list-style-type: none"> • 45% (45%) undergrad.; 41% (41%) graduate; 64% (63%) DVM
<ul style="list-style-type: none"> • -- faculty (tenured and tenured-track) • -- p & s staff • -- merit staff 	<ul style="list-style-type: none"> • 30.0% • 50.0% • 65.0% 	<ul style="list-style-type: none"> • increase 24.1% (23.5%) • increase 48.3% (47.3%) • stable 68.6% (68.6%)
<ul style="list-style-type: none"> • students enrolled in international /diversity courses 	<ul style="list-style-type: none"> • curriculum requirement: 100% of bachelor's degree recipients • have 750 students study or work abroad 	<ul style="list-style-type: none"> • increased 32.5 (31.1%) students took international course; increase to 23.7% (21.2%) enrolled in diversity course • increase 966 (862) students studied and worked abroad
<ul style="list-style-type: none"> • faculty & staff participating in ongoing quality improvement programs 	<ul style="list-style-type: none"> • 20% of faculty and staff involved in new or enhanced programs. At least one professional development opportunity for each faculty and staff member, measured periodically (also see Goal 1). 	<ul style="list-style-type: none"> • See p. 37 of ISU report. Faculty and staff worked on new strategic plan. ISU community involved in Residence Hall master plan.

GOAL 5: ESTABLISH INTERNATIONAL LEADERSHIP IN THE INTEGRATION AND EFFECTIVE USE OF INFORMATION TECHNOLOGY AND COMPUTATION SERVICES		
<i>Benchmarks, Institution Indicators and MGT Indicators</i>	<i>Target</i>	<i>Progress Made</i>
<ul style="list-style-type: none"> • % of course sections using computers (as integral part of course) • % of faculty using computers • campus use of integrated technologies 	<ul style="list-style-type: none"> • 50% • 100% • Pervasive use across campus; 25 significant and/or noteworthy examples (5 year cumulative) 	<ul style="list-style-type: none"> • Increased to 54% (49%) of course sections • stable at 99.6% (99.3%) • Number of electronic journals increased from 1,034 to 1,862; 19/3 million electronic searches on library Web site (13.5 million)
GOAL 6: STRENGTHEN INITIATIVES TO STIMULATE ECONOMIC DEVELOPMENT		
<i>Benchmarks, Institution Indicators and MGT Indicators</i>	<i>Target</i>	<i>Progress Made</i>
<ul style="list-style-type: none"> • new technologies licensed • licenses generating revenues (at least \$10,000) • faculty & staff involvement in community/economic development 	<ul style="list-style-type: none"> • 55 • 30 for \$1.5 million • Ranking among American universities in granting licenses and options, patents issued and start-up companies: within top 10 based on survey by Association of University Technology Managers (AUTM). Progress measured by data per \$10 million in research. • ISU Extension's community development programs. 	<ul style="list-style-type: none"> • Decrease to 35 (55) • decrease in agreements 230 (332) • Increase 44 (39) for \$1.4 million (\$2.3 million) • ISU ranks first among 132 American universities granting licenses. (1999 data) -- Ranked 14th (5th) in patents and 8th (9th) in start-up companies. • FY 1999 data --Increase to 73 (66) commercial products using 43 (33) licensed ISU technologies. • Community Outreach Partnership Center (COPC) established between ISU's Dept. of Community and Regional Planning and the Enterprise Community of Des Moines.